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THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION. ANNUAL REPORT, 1965-1966.

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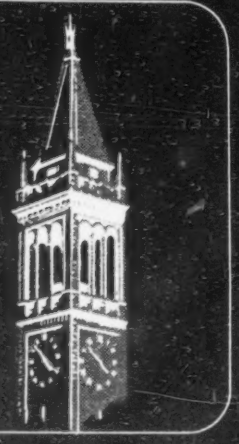
INFORMATION IS PRESENTED ON THE ACTIVITIES OF THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION FOR THE YEAR 1965-66. THE ORIGINAL CENTER FOR THE STUDY OF HIGHER EDUCATION HAS BEEN MERGED INTO A PROJECT SUPPORTED BY A CONTRACT WITH THE U.S. OFFICE OF EDUCATION TO FORM THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION. FROM CONCENTRATION ON A MODEST PROGRAM OF STUDIES, THE CENTER'S FUNCTION HAS BEEN ENLARGED TO INCLUDE A WIDE-RANGING EXAMINATION OF HIGHER EDUCATION AND A PROGRAM TO DEVELOP AND TRANSMIT ITS FINDINGS FOR APPLICATION, TRIAL, AND USE BY THE EDUCATIONAL COMMUNITY. THE BASIC PURPOSE OF THE CENTER IS TO ASSIST INDIVIDUALS AND ORGANIZATIONS RESPONSIBLE FOR AMERICAN HIGHER EDUCATION TO IMPROVE THE QUALITY, EFFICIENCY, AND AVAILABILITY OF EDUCATION BEYOND THE HIGH SCHOOL. RESEARCH ACTIVITIES IN PROGRESS OR COMPLETED ARE LISTED BY SUPPORTING AGENCIES, WHICH INCLUDE VARIOUS PRIVATE FUNDING AGENCIES. IN ADDITION, CENTER-PERSONNEL PUBLICATIONS AND PROFESSIONAL ACTIVITIES ARE LISTED. (AL)



The Center for Research and Development in Higher Education

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ANNUAL REPORT
1965 – 1966

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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UNIVERSITY OF CALIFORNIA
BERKELEY, CALIFORNIA

ANNUAL REPORT

1965-1966

THE CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION

University of California

4606 Tolman Hall

Berkeley

FACULTY ADVISORY COMMITTEE

1965-1966

Dr. C. W. Asling	Professor of Anatomy
Dr. James L. Jarrett	Associate Dean and Professor, School of Education; and Chairman of the Committee
Dr. Victor Jones	Professor of Political Science; and Research Political Scientist, Bureau of Public Administration
Dr. Martin Meyerson	Dean, School of Environmental Design; Professor of Urban Development
Dr. Roy Radner	Professor of Economics and Statistics
Dr. M. Brewster Smith	Professor of Psychology; and Director and Research Pyschologist, Institute of Human Development
Dr. William W. Stiles	Professor of Public Health

PROFESSIONAL STAFF

1965-1966

Elizabeth Alfert	Assistant Research Psychologist
Charles S. Benson	Professor of Education and Research Economist
Harland G. Bloland	Research Specialist in Sociology
Guy T. Buswell	Professor Emeritus of Education and Research Educator
Burton R. Clark	Professor of Education and Research Sociologist
Troy Duster	Assistant Research Sociologist
Manford Ferris	Assistant Research Educator
Jean D. Goodman	Junior Research Specialist in Psychology
Ellen Gumperz	Assistant Research Historian
Ann M. Heiss	Assistant Research Educator
Paul A. Heist	Research Psychologist
Mildred M. Henry	Assistant Research Specialist in Sociology
Terry F. Lunsford	Associate Research Specialist in Sociology
Warren B. Martin	Visiting Research Educator
Leland L. Medsker	Acting Chairman Professor of Education and Research Educator
Lloyd Messersmith	Assistant Research Specialist
Martin Meyerson	Professor of Urban Development, Dean of School of Environmental Design, Research Educator
T. R. McConnell	Professor of Education and Research Educator
Kathleen R. Mock	Assistant Research Specialist in Psychology
Frederick C. Mosher	Professor of Political Science and Research Political Scientist

James G. Paltridge	Research Specialist in Education
Laura W. Phillips	Assistant Research Psychologist
William Raley	Postgraduate Research Psychologist
Joseph Reid, Jr.	Associate Research Specialist in Psychology
Janet Ruyle	Postgraduate Research Psychologist
Thomas M. Shay	Research Specialist in Education
Dale H. Tillery	Associate Professor of Education and Research Education
James W. Trent	Assistant Research Psychologist
William A. Watts	Assistant Professor of Educational Psychology and Research Psychologist
George D. Yonge	Assistant Professor of Education and Research Educator

FIFTY GRADUATE STUDENTS WERE EMPLOYED DURING FISCAL YEAR 1965-1966

THE YEAR 1965-1966

For the Center, the year 1965-66 was in a very literal sense a year of transition, of passing from one identity into a new dimension in terms of scope, size, and commitment. From concentration on a relatively modest program of studies, the Center's function was recast and enlarged to include a wide-ranging examination of higher education and a program to develop and transmit its findings for application, trial, and use by the educational community.

Its new mission, the acceleration of innovation and improvement of higher education, necessarily involved the Center in the whole spectrum of student and institutional diversity and multiplicity that comprise the nation's educational system. Consequently, the Center's transition generated complexity as well as quantitative growth. It became a complex enterprise in its internal organization and in its cooperative arrangements with colleges and universities, state educational agencies, and regional and national associations.

The Center's transformation was, in some measure, a response to the forces that have made education a reflection of the quality of a nation--the same imperatives that have, as President Kerr points out, molded the university into "a prime instrument of national purpose." A five-year contractual agreement with the United States Office of Education was a key element in the Center's rapid evolution. Executed in October 1965, this agreement established the Center as one of ten major research and development institutions in the country designed to develop major coordinated programs of research, development and dissemination in the field of education. The Berkeley Center is the only one of the new centers concentrating exclusively on higher education. The original Center for the Study of Higher Education was merged with this project to form a new entity designated as the Center for Research and Development in Higher Education.

The basic purpose of the Center is to assist individuals and organizations responsible for American higher education to improve the quality, efficiency, and availability of education beyond the high school. To this end, the Center conducts studies which: 1) use the theories and methodologies of the behavioral sciences; 2) seek to discover and disseminate new perspectives on educational issues and new solutions to educational problems; 3) seek to add substantially to the descriptive and analytical literature on colleges and universities; 4) contribute to the systematic knowledge of several of the behavioral sciences, notably psychology, sociology, economics, and political science; and 5) provide models of research and development activities for colleges and universities in planning and pursuing their own programs in institutional research.

The Center addresses itself to three broad areas of investigation: student careers and the impact of higher education; organization, administration, and influence of higher education; and change and direction in higher education. These three categories correspond to the three research and development sections into which the Center's research program is organized.

The first major area of research--focused on the college student--includes an examination of the educational experience and related psychological, intellectual, and social development of the student as he moves from high school to college and progresses through undergraduate and graduate programs. Some studies in this section include: 1) distribution of students in higher education; 2) psychological growth in the undergraduate years; 3) academic, intellectual, and vocational development in graduate and professional schools; 4) college experience and the alumni; 5) roles of the college faculty. In this research, the faculty, curriculum, the climate of values and attitudes, and other aspects of the student environment--the ecology of the institution--are examined in relation to impact on the student. In the analysis of the student's total environment, the other two areas of research are clearly related and relevant. Here, and throughout the Center's program, the three sectors will relate to, support and enhance each other.

The second major line of investigation concentrates on basic organizational components of higher education, particularly personnel, administration, and finance. Both internal and external forces are effecting critical and rapid change in these three elements, which in turn play a fundamental role in shaping the educational setting. Two broad categories of study are: 1) internal organization of the college or university; 2) governance and administration in the organizational complexes that comprise state, regional or national aggregations or systems. Comparison will be made between intra-organizational relationship of finance, administrative structure and faculty within an individual institution and inter-organizational phenomena related to the allocation of resources to decentralized units, coordination of multiple organizations, and exercise of influence in settings where formal control is lacking.

The third major area of research focuses on the evolving patterns of higher education and changes in purpose and programs within and among institutions. This section and the preceding one are closely allied, distinguished from one another primarily by a focus on organization in the one and on program in the other. The changes in colleges and universities, the processes involved in such changes, and the effects of these changes, are being examined under three categories: 1) change in individual institutions; 2) evolving statewide patterns of higher education and the coordination of higher education at the state level; 3) innovation and change in educational programs.

A complementary activity, centered in a development and dissemination section, is concerned with assisting legislative bodies, governing boards, coordinating agencies, and administrators and faculty of colleges and universities. Three general objectives of these activities are: 1) to apply and further test theoretical propositions derived from basic research; 2) to use the results of research to provide persons in the field with new insights and new procedures; 3) to stimulate awareness of the fundamental problems of higher education and involve institutions in their investigation and solution. To these ends, one or a combination of the following approaches are to be used: 1) publication of major research volumes, journal articles, conference proceedings, progress and interim reports, guidelines, periodic informational bulletins; 2) workshops and seminars to assist participating institutions in adaptation and application of research results; 3) conferences in conjunction with regional and national organizations and specialist groups, to disseminate research

findings, formulate guidelines, generate and refine new lines of research; 4) demonstration centers at cooperating institutions to illustrate new approaches and programs; 5) assistance and consultation on resources, instruments, development of institutional research, implementation and evaluation of research.

The 1965-66 period was one of adjustment and realignment, characterized by the problems of recruitment, administrative planning and program development that go, inevitably, with rapid--almost fourfold--expansion. Despite this, as the following pages indicate, impressive progress has been made in mounting a diverse and substantive program of research and development.

Professor T. R. McConnell, Chairman of the Center for Research and Development in Higher Education, asked to be relieved of his administrative responsibilities as of July 1, 1966, in order to devote full time to teaching and research. He will continue to conduct his research for and serve as consultant to the Center.

Professor Leland L. Medsker, Acting Chairman during Dr. McConnell's spring semester sabbatical, will continue in that capacity until a permanent chairman is named.

RESEARCH ACTIVITIES IN PROGRESS OR COMPLETED

During 1965-66, fifteen projects supported by the United States Office of Education research and development funds were completed or in various stages of development. Following is a brief description of each study and its status as of June 30, 1966.

Study of Selected Student Types--University of California

Major objectives of this study are: a) to test several hypotheses regarding the "accommodation" of designated personality types on different University campuses; b) to lay the groundwork for further, more extensive studies of institutional images, distinctiveness and student subcultures; c) to test the framework of continuing research and some particular hypotheses regarding styles of behavior and development in large public institutional settings.

The first year's data collection schedule has been completed, including the follow-up of nonrespondents to the questionnaire survey and the interviewing of subsamples on the three campuses. All questionnaire and other objective data have been transferred to IBM cards, and first-run analyses are in process. The results of the interviews have been summarized and prepared for use in "feedback" reports to the cooperating institutions.

The Interaction of Student Types and Subcultures in Determining College Satisfaction and Success

The purposes of this study are: a) to discover the forces and dynamics of noncurricular impact on the lives of students; b) to study the variety of subcultures and bases for their differences and their development; c) to determine the "operational" socio-psychological settings within which different students move and interact; d) to discover the varying results of participation in different student subcultures. Changes in mores and behavior, and the increasing involvement of students in nonacademic matters, will be examined within the context of the broader objectives.

Development of the questionnaire to be used in the study was almost completed and decisions regarding the use of other instruments have been made. Instruments have been submitted to the United States Office of Education. The methodology of the study was under review and re-examination. Arrangements for data collected on University of California campuses were carried forward.

Study of Science Students--Harvey Mudd College

This study traces change and development in male science students in an institution of science and technology which subscribes to the ideals of a general education but emphasizes the training of theoretical scientists and

systems engineers. The students who entered the College in 1962 and 1963 are being studied and assessed by various psychological and sociological methods and over half of the students are being interviewed one or more times during their four years at the school.

Four classes of entering students have been assessed, and prediction studies relevant to achievement and persistence have been made. This spring, assessment of all graduating seniors and interviews with fifty percent of the class were completed. All data collected on this one class, from the students and the institution, were being put on IBM cards. Surveys of all students who withdrew or graduated during the past four years are being surveyed by means of a mail questionnaire.

Studies of College Graduates

A large sample of alumni of colleges in several states are being studied to determine the activities and attitudes of graduates in the areas of politics, religion, and esthetics, and to investigate changes in the young adult years (psychological development, occupational and career attainments). Findings will be related to the type of student bodies and the types of colleges attended. Subjects will be graduates of quite different types of institutions, including "experimental" colleges, institutes of science, liberal arts colleges noted for scholarship, women's colleges, Catholic colleges, and institutions known to be representative of higher education in certain states.

The following activities were conducted or completed during the period: review and critique of previous research related to the characteristics and behavior of college graduates; selection and orientation of key personnel; initial design of the studies; preliminary planning of the first survey with officials from the Union of Research and Experimentation in Higher Education (UREHE), including an analysis of major characteristics of the member institutions; exploration of sampling procedures to be followed; and construction (first drafts) of the research instruments. A formal research proposal for supplementary funds was under development.

Administrative Orientations in the University

The focus of the study is on the emerging social institution of "academic administration" in the large universities of this country. Principal attention is being given to the development of administration as a separate sphere of activity, to the growth of large administrative staffs, and to some effects of these structural developments on interactions within the university, and between university representatives and outside groups. Elements of a distinctive "administrative" perspective concerning academic structure and governance are considered, and uses and limitations of such a perspective are suggested.

Review of available literature was carried forward and preliminary work on interview schedules was begun.

The Role of Association Secretariats in a Decentralized System of Higher Education

This is a study of the various associations of administrators and other professional educators and researchers which form an "ancillary structure" of the educational system in this country, and of the role the secretariats of these associations play in shaping national educational policy. The present study will be confined to the American scene and form the basis for later comparative studies.

All preliminary work was completed and the project was ready for the field work phase.

A Comparative Study of Aims and Administration in Higher Education

An investigation of how broad educational aims in two technological societies (United States and Sweden) are differentially attempted and implemented through different kinds of organizational structure.

Preparation of survey instruments has been completed, as well as all other preliminaries to the field work in Sweden. Actual field work was started in June, 1966.

Curriculum and Organization

This is a monographic study of the effect of African and Asian area studies on curriculum organization in American higher education. The aim of the study is to trace both the integration of these fields of study and its organizational consequences in various types of institutions of higher education.

A review of the very extensive literature on foreign area studies has been carried out and a questionnaire survey of over fifty institutions participating in cooperative inter-institutional programs in foreign area studies (as reported in Wayne Anderson's Cooperation in American Higher Education, 1964), has been prepared.

Innovations in College Teaching

The study involves an exploration of innovations in teaching and changes made in the academic structures of colleges and universities to facilitate improvement in instruction.

Analysis of the literature relating to this subject has been completed. A manuscript which will analyze findings and recommend further studies to pursue this subject in depth was in preparation.

Education of Professionals for Public Service

A preliminary study to delineate the role of colleges and universities,

including the professional schools, in the preparation of leaders in government at local, state, and national levels.

Preliminary investigation of the subject area has been completed. Copy for approximately half of the preliminary report has been completed. The format for further study and analysis has been developed.

Graduate and Professional Studies

As a means of identifying the issues and problems in education at the graduate and professional levels, the staff is making an exhaustive investigation of the literature, and is outlining further studies to be made in this field. These studies will include curricular and organizational aspects of graduate and professional work primarily, but some attention will be given to a study of faculty.

An extensive bibliography of the literature on graduate and professional education has been compiled and reviewed and is currently being annotated. From the literature reviewed thus far, a list of the issues and problems in education at this level was developed. The specific problem areas are currently classified under the following categories: 1) major and minor problem areas of professional and graduate education; 2) problems that are general to all fields; 3) problems in specific fields; and 4) changing patterns of graduate and professional education and training.

Study of California Coordinating Council for Higher Education

A case study of the California Coordinating Council for Higher Education, an agency which has been looked upon as a model for similar organizations in other states. The study will examine both the changes and reasons for change in the organization since its inception in 1961.

A report on the findings has been drafted.

A Study of Upward Extension of Academic Programs in Two Institutions of Higher Education

An examination of the reasons for, and implications of, change in four-year colleges which have recently evolved from locally controlled two-year community colleges.

Visitations have been made and essential materials collected.

College and University Organization

The initial phase of this study consists of a review of the basic literature on organizations with particular reference to its bearing on college and university organization, governance, and administration. The review will form the baseline for a comprehensive study and report on college and university organization and administration.

A comprehensive annotated bibliography of the literature has been compiled. Plans are being made for a conference on administrative and organizational theory as related to colleges and universities. The conference will be designed to produce a series of papers, for Center publication, which will serve as guidelines for future study.

Significance of Institutional Distinctiveness in the Present Climate of Change

This investigation focuses on: 1) the impact of change on institutional character and the significance of distinctiveness for the present climate of change; 2) individual student development and attitude change during the college years; 3) the interaction of student types and subcultures and the importance of these for institutional vitality.

Research proposal was refined, basic design and procedures for the study were developed.

The Center traditionally has responded to the need for study of a wide range of questions related to higher education and these projects are supported from a variety of sources. The following projects will serve to illustrate something of the range of sponsorship and diversity of subject matter which characterize the complex of research and development programs under way at the Center.

School to College: Opportunities for Postsecondary Education

The purpose of this six-year study of nearly 100,000 high school students is to determine how, when, and why these students make educational and career decisions which lead to different outcomes after they leave school. Two waves of students, representative of the 1966 ninth and twelfth grade populations in each of four states (California, Illinois, Massachusetts, and North Carolina) are to be studied during their school years and again at the close of their first year after high school graduation. Subsamples of school dropouts and of students who do not enter college will be studied at appropriate intervals. The project is being supported by a grant from the College Entrance Examination Board.

Tests, inventories and questionnaires have been pre-tested, developed and printed. The complex procedure for optical scanning and data scoring has been developed. Extensive advance planning and informational activity have been required to obtain commitment, cooperation and support from state departments of education and local school districts. Elaborate plans have been developed for continued contact with subjects, cooperating agencies and schools, and for reporting progress through workshops and publications.

Studies of High School Graduates

This extensive three-phase project traced the development of approximately 10,000 high school graduates in 16 communities in the Midwest and California. The initial cross-sectional study resulted in the publication The Influence of Different Types of Public Higher Institutions on College Attendance From Varying Socioeconomic and Ability Levels. It was an exploration of: 1) the relationship of college attendance and performance to students' socioeconomic background, high school achievement, mental ability, vocational interests, personality characteristics and group memberships; 2) the graduate's perception of abilities and education needed for different occupations; 3) the relationship of college attendance and the type of higher institution located in the graduate's own community.

The second phase, based on the same student population, was designed to show the patterns of flow through college, vocational experience of the noncollege groups, various achievements and sources of satisfaction among the college students and employed graduates, changes in personality characteristics, values and goals of the college and noncollege groups in the sample. A report of this completed four-year longitudinal study is now in preparation.

The third phase, using the same sample, involves a more specific examination of the factors associated with various patterns of college attendance.

These widely varying patterns include: 1) delayed entry into college, 2) sporadic attendance, 3) high attrition, 4) extensive transfer among institutions, and 5) delayed graduation among students who do not break their college career. The most important variables to be examined in the study of the above groups are: 1) economic and personal characteristics of those who followed each of the patterns; 2) relationship of family background and family interactions to the various patterns followed; 3) relationship of vocational goals and experiences to the pattern of attendance; 4) relationship of such external factors as proximity of institutions and high school and college counseling to patterns followed. A report on this study is now in process.

These investigations were supported by three separate grants from the United States Office of Education.

A Study of Berkeley Doctoral Students

This completed study examined the experiences which further and those which hinder the progress of doctoral students in fifty-six departments on the Berkeley campus of the University of California. The report was based on the analysis of 2,231 questionnaire returns and one hundred intensive interviews with a sample of candidates who were at the dissertation stage. Responses of doctoral students in the division of the biological sciences, humanities, physical sciences, social sciences, and in the professional schools were analyzed separately and compared. The project was jointly supported by the Graduate Division at Berkeley and by the Center.

Community College Governance

This project addressed itself to a study of the need for and implications of establishing a state board for the junior colleges of California. While concerned primarily with the question of the advisability of establishing such an agency, the study also dealt with: 1) the composition, duties, powers and responsibilities of such a board; 2) statutory and fiscal implications; 3) means for insuring that such a change would not endanger the present system of joint local-state governance.

Extensive interviews were conducted and an opinion questionnaire administered to administrators, faculty and trustees in California. Studies were also made of the governance patterns in Illinois, Florida, Arizona, and Michigan. Publication of the completed report was in process. The study was sponsored by the Coordinating Council of California.

Community College Study

This is a nationwide study of the public community college, and is similar to an earlier examination of such institutions conducted by the Center. The new study assesses the impact on the community college of the rapid changes and far-reaching social forces that have become increasingly evident since the previous study. The first study resulted in a book entitled The Junior College: Progress and Prospect and it is expected that the present

effort will result in a new volume as well as other manuscripts. The Carnegie Corporation is sponsoring the current study, as it did the first one.

Some Socio-Psychological Differences Between Highly Committed Members of Free Speech Movement and the Student Population at Berkeley

This study was based on comprehensive questionnaire data collected from 151 members of the nonstudent subculture in Berkeley and a random sample of 56 students enrolled on the Berkeley campus of the University of California. Results of the study were reported in the January-February-March issue of Applied Behavioral Science under the title "Free Speech Advocates at Berkeley." The project was supported by the School of Education and the Center.

From Junior to Senior College: A National Study of the Transfer Student

This three-year project involved 10,000 students, 345 two-year institutions which they entered as freshmen, and the 43 senior colleges and universities to which they transferred. The project, made up of two separate studies, resulted in a volume published by the American Council on Education. The research was sponsored by the United States Office of Education.

Training for Educational Research

A completed study which included analysis of questionnaire returns from 818 persons who received doctoral degrees in education in 1954, 1750 who received their doctoral degrees in 1964, an analysis of 1598 doctoral dissertations; and an examination of the characteristics and background of 35 "outstanding researchers." A report of the study, including tentative recommendations for improvement of educational research training, has been published by the Center. Sponsorship was by the Cooperative Research Program of the United States Office of Education.

The "Free Speech" Crises at Berkeley, 1964-65: Some Issues for Social and Legal Research

An examination of the issues and events of the "crises" year on the Berkeley campus in an attempt to provide the basis for systematic and dispassionate study of certain issues behind the student protests, and to stimulate social and legal research on these issues. The research was a cooperative effort between the Center and the Center for the Study of Law and Society. The report will be published by the Center. Support was provided by the Carnegie Foundation for the Advancement of Teaching.

Differential Recruitment and Institutional Impact in Selected Institutions

The major focus of this completed study was on the intellectual and

academic development of college students. Eight colleges and universities were involved in the study. Special attention was given to variations in policies and patterns of recruitment among the eight schools, types of students each institution attracted, changes in the characteristics of students during the college years, persistence and retention, general personality development of the students who finished, and post-graduate aspirations and activities of the students. A report for publication is currently being prepared. The study was supported by a grant from the Carnegie Corporation.

National Merit Scholar Study

This four-year project was a study of students who were awarded either scholarships or Certificates of Merit by the National Merit Scholarship Corporation. It examined the students' personal-social background; the reasons for their selection of the college they attended; career interests and attitudes; religious attitudes; opinions on various social, economic and political issues; personality traits and values.

A publication on the results of the study is in preparation. The research was supported by a grant from the Carnegie Corporation.

OTHER ACTIVITY

University of Chile Regional College Program

The Center provides training, supervision and technical assistance for the developing system of two-year university center colleges in the provinces of Chile. Training includes an inservice program for teachers in Chile and periods of graduate study in this country for selected teachers and administrators. Special consultants are made available to Chile to advise on specific educational or administrative problems and to provide general consultative and evaluation services. Since the beginning of the program, the Center has been instrumental in the development of eight university centers in Chile. The project was funded by the Ford Foundation in 1961 for a period of four years and a new grant in 1965 extends the activity through 1969. The program is being directed by Leland L. Medsker, who is assisted by Lloyd Messersmith.

Conference on Education for Creativity in the American College

This conference, held in April, 1966 on the Berkeley campus, was presented under the joint sponsorship of the Center and University Extension, and coordinated by Dr. Paul Heist, Head of the Center's Research Section I. Focus of the sessions was on the problems of educating talented and creative youth in the college years. Dr. Donald McKinnon, Professor of Psychology at Berkeley and a member of the Center's Advisory Committee, was the opening speaker. Members of the Center participating in the conference were T. R. McConnell, Paul Heist, James Trent, and William Watts. The roster of speakers included: Dr. Benson Snyder, Psychiatrist-in-Chief, Massachusetts Institute of Technology; Dr. Vittorio Giannini, President, North Carolina School of the Arts; Ralph Gleason, staff writer, San Francisco Chronicle; and Dr. Nevitt Sanford, Professor of Psychology, Stanford University. Proceedings will be published by the Center.

Conference on Order and Freedom on the Campus

"Order and Freedom on the Campus: Rights and Responsibilities of Faculty and Students" was the title and subject of the seventh annual College Self-Study Institute, July 12-15, 1965, sponsored jointly by the Center and the Western Interstate Commission for Higher Education. All lectures and discussions were held on the Berkeley campus of the University of California.

Speakers at the Institute, and their topics, were: Frederick Rudolph, Professor of History, Williams College, "Changing Patterns of Authority and Influence"; Ralph S. Brown, Professor of History, Yale University, "Rights and Responsibilities of Faculty"; Walter P. Metzer, Professor of History, Columbia University, "Case Studies in Academic Freedom"; E. G. Williamson, Dean of Students, University of Minnesota, "Rights and Responsibilities of Students"; Terry F. Lunsford, Associate Specialist, Center for the Study of Higher Education, University of California, Berkeley, "The Berkeley Case";

Paul Heist, Associate Research Psychologist, Center for the Study of Higher Education, University of California, Berkeley, "Intellect & Commitment: The Faces of Discontent"; Paul Potter, Immediate Past President, Students for a Democratic Society, "Student Discontent and Campus Reform"; Buell Gallagher, President, City College of the City University of New York, "Institutional Privilege and Accountability." The papers have been published in book form by the Center and WICHE.

Conference on Higher Education and the State

"Campus and Capitol: Higher Education and the State," was the title and theme chosen for the eighth annual College Self-Study Institute scheduled for July 11-14, 1966 on the Berkeley campus. Joint planning and development by staff members of the two sponsoring agencies, the Center and the Western Interstate Commission for Higher Education, shaped the program to focus on the growing interdependence between institutions of higher education and government.

Report for the Select Committee on Education

The Center provided assistance to the Select Committee on Education, framers of the document commonly referred to as the "Muscatine Report." William Raley, Research Specialist in Psychology, conducted special studies on the entering class of 1959 for the Committee's use in developing the report now published under the title Education at Berkeley: The Report of the Select Committee on Education.

McConnell in England

During the period, Dr. T. R. McConnell spent two months in England, continuing his research on British higher education--particularly the development of new institutions and their coordination through government agencies and the University Grants Committee. Results will be reported in papers and speeches and reflected in a number of the Center's future research and development projects.

SPONSORING AGENCIES

Since its inception, the Center has received more than $8,500,000 in grants and contracts from the following private, state and national agencies:

Agency for International Development

Carnegie Corporation of New York

College Entrance Examination Board

Coordinating Council for Higher Education (California)

Ford Foundation

Graduate Division--U. C. Berkeley

Institute of College and University Administration

Lilly Endowment, Inc.

National Institute of Health

Russell Sage Foundation

Social Science Research Council

U. S. Office of Education

PUBLICATIONS AND PROFESSIONAL ACTIVITIES

Guy T. Buswell

Publications:

Training for Educational Research, Cooperative Research Project No. 51074, Guy T. Buswell, T. R. McConnell, Coinvestigators, Ann M. Heiss, Dorothy M. Knoell, Center for the Study of Higher Education, Berkeley, California, 1966.

Burton R. Clark

Publications:

"Determinants of College Student Subculture," (with Martin A. Trow), T. M. Newcomb and E. K. Wilson (eds.), The Study of College Peer Groups, Chicago: Aldine, 1966.

"Interorganizational Patterns in Education," Administrative Science Quarterly, Vol. 10, September, 1965.

"The Sociology of Educational Administration," in Perspectives on Educational Administration and the Behavioral Sciences, Eugene, Oregon: The Center for the Advanced Study of Educational Administration, University of Oregon, 1965.

Paul A. Heist

Publications:

"Evaluation of Honors Programs - History, Problems and Prospects," (with Lois E. Langland). Chapter XI in Joseph W. Cohen (ed.), The Superior Student in American Higher Education, New York: McGraw-Hill Book Company, Inc., 1965.

"Higher Education and Human Potentialities." Chapter in Herbert A. Otto (ed.), Explorations in Human Potentialities, Chicago: Charles C. Thomas, 1965.

"Intellect and Commitment: The Faces of Discontent," article in Order and Freedom on the Campus, Western Interstate Commission for Higher Education and the Center for the Study of Higher Education, 1965.

Addresses:

"Multivariate Assessment of College Students," and "Problems of Assessing Change and Development in College Students," papers given at NDEA Institute on College Counseling, Stanford University, July, 1965.

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